

Sherman School

Unit Plan Overview

Subject: Reading/Language Arts
Unit: Retelling Stories

Grade: 1st
Pacing: 5 weeks

Essential Question(s):

- What are the essential elements of a fiction story?

Big Idea(s):

- Fiction stories have characters, a setting, events, and an ending.

Overarching Standards
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something not understood.

CCSS Priority and Supporting Standards
RL.1.1 Ask and answer questions about key details in a text.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3: Describe characters, settings, and major events in a story, using key details.
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6: Identify who is telling the story at various points in a text.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a: Know the spelling-sound correspondences for common consonant digraphs

(two letters that represent one sound). c: Know final -e conventions for representing long vowel sounds. g: Recognize and read grade-appropriate irregularly spelled words.
RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a: Read grade-level text with purpose and understanding. b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g: Use frequently occurring conjunctions. (e.g., <i>and, but, or, so, because</i>). i: Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. (e.g., <i>because</i>).

Unwrapped Standards & Instructional Planning:

Skills (What Students Need to Be Able To Do)
• Explain what happens in a text. • Identify words, pictures, and sentences that help them understand a text. • Identify the problem/need of the main character. • Identify what is getting in the character's way. • Describe the events leading to a resolution of the character's problem. • Explain how the problem is resolved. • Explain how the main character is different at the end of the story from the beginning of the story. • Explain how the main character behaves at the beginning of the story. • Identify the problem that is causing him or her to act that way. • Explain what, if anything, the main character has learned by the end of the story. • Identify what events caused the character to learn this. • Identify the narrator of the story. • Know the letter-sound relationships for common consonant digraphs. • Know final -e and common vowel team conventions for representing long vowel sounds.

- Use phonics together with what makes sense and what sounds right.
- Look all the way through words to the end to make sure that more than just the beginning sounds and letters match.
- Identify just-right texts for independent reading.
- Determine appropriate strategy to figure out unknown words.
- Use context clues to determine if word read makes sense.
- Reread to confirm or self-correct word choice for sense.
- Self-monitor for understanding as they read independently.
- Read orally with good expression.
- Monitor the pace of their reading.
- Reread any part of the text as needed.
- Identify the person, place, thing, or event they are speaking about.
- Identify the most important things they want their listeners to know about the text.
- Identify related details that will allow their listeners to get a good picture of the text from what they say.
- Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Note and use words and phrases they hear in conversations.
- Note and use interesting words and phrases they encounter when reading, being read to, and responding to texts.
- Use words such as *and*, *but*, *because*, and *or* to express relationships.

Research Based Effective Teaching Strategies:

- **Practice**
- **Reinforcing effort and providing recognition**
- **Identifying similarities and differences**
- **Cues, questions, and advance organizers**
- **Setting Objectives and Providing Feedback**
- **Nonlinguistic Representation**

Assessments:

- **Pre-Assessment-DRA**
- **Common Assessments/Progress Monitoring Checks-DRA Retelling rubric**
- **Post-Assessment-DRA Retelling rubric (same book used at each level)**
- **Rubrics**

Instructional Resources:

- **Wide variety of fiction trade books and guided reading books**

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